

Tammy O'Berry-Koons

Case Study #1- Project 1

EDTC 6343

Classroom Context: This case study focuses on 9th grade teacher, Mrs. Morlas, who is preparing a unit on the Renaissance. The class is composed of 25 students.

Available Technology: There is a computer lab in the English wing of Mrs. Morlas' campus with 30 computer stations with Internet and Web browsers, and the following types of software applications installed: word processing, optical character recognition, concept mapping, spreadsheet, database, slide presentation, Web page authoring, video editing, graphics and drawing, CD writing and authoring, animation, and several educational software packages. Mrs. Morlas has six computers in her classroom with the same software installed. All students have district e-mail accounts.

The following hardware is also available in the school: scanner, five digital cameras, five digital video cameras, five wireless microphones, six Webcam cameras, a projection device, and assistive technology. Appropriate drivers, interfaces, and operating software for available hardware are correctly installed on all classroom computers.

Background: Mrs. Morlas has presented this unit on the Renaissance to her students for years, but this year she would like to see her students take advantage of the available technology at the school to create a video presentation on the Renaissance. She has decided to place her students into groups of five, each of which will create a video presentation about one facet of life during the Renaissance. Mrs. Morlas' goal is to have her students work collaboratively on this project to increase overall awareness of the elements that existed within Renaissance society which promoted writing and to ultimately have her students make a connection between these elements and the writings of the Renaissance authors that she will cover in her next unit. As part of the unit, the video presentations will be presented in the yearly campus Renaissance Festival that Mrs. Morlas sponsors. During the festival, all students at the campus will be allowed to travel through each of the academic wings (i.e. science, social studies, literature, art, culinary, math) to view Renaissance projects. Mrs. Morlas has had her students use the Internet in order to look up research information for papers, and they have used slide show software to do presentations, but her students have not used the available video technology for communication and presentation.

Task: Mrs. Morlas has asked the Master Technology Teacher (MTT) for assistance with incorporating video into the Renaissance unit that her students will ultimately use in the school Renaissance Festival. She has asked the MTT for any other ideas that may strengthen the unit.

Using your knowledge of educational technology, write a response in which you apply your knowledge of educational technology, instructing, and mentoring to analyze this case study. In your response, you should

- explain why the use of video software proposed by the teacher would be appropriate and effective for enhancing this activity;
- describe one additional technology available to the teacher and how that technology can be effectively integrated into the lesson;
- explain why this technology would be appropriate and effective for enhancing this activity;
- describe how to support and guide the teacher in planning, implementing, and evaluating the application of technology; and
- describe how the technology you selected might be adapted for use in one other learning environment (e.g. a different subject area, lesson, population, grade level).